

GRADE **K**

Assessment Book TEACHER'S MANUAL

PEARSON

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Table of Contents

Overview of Assessment in <i>ReadyGEN</i>	T5
English Language Learners	T9
Baseline Assessment Information	T17
End-of-Unit Assessments Information	T45
Unit 1 End-of-Unit Assessment Information	T55
Unit 2 End-of-Unit Assessment Information	T60
Unit 3 End-of-Unit Assessment Information	T65
Unit 4 End-of-Unit Assessment Information	T70
Unit 5 End-of-Unit Assessment Information	T75
Unit 6 End-of-Unit Assessment Information	T80

Overview

What Is Assessment?

The Latin root of the word assess means “to sit beside.” This is a much gentler notion of this concept than most of us have, although “sitting beside” a student to confer about the development of a story in progress, to conduct a fluency check, or to observe a group discussion are valuable assessment techniques. What is assessment? *Assessment is simply the gathering and interpretation of evidence about student learning.* There are many methods for collecting information to determine if students have mastered the knowledge, skills, and standards we have taught. We can use a variety of measures to collect that evidence.

Assessment in a Common Core World

The Common Core Standards have necessitated new processes for evaluating student learning. New assessments aligned to the standards are being developed in an effort to determine student preparedness for the rigors of college and the demands of 21st-century careers. While college and careers seem far off in the future, teachers of young children know that the path toward academic success begins at the earliest grades.

The new Common Core tests are given starting in Grade 3, so the assessments presented here can only approximate the components of those tests. However, by completing the *ReadyGEN* assessments, your students will become acclimated to the language and format of formal tests, gain practice in timed-test situations, and acquire valuable experience and confidence as they hone their test-taking skills. As a result, they will be better prepared to complete the official tests successfully when they reach Grade 3.

The *ReadyGEN* End-of-Unit Assessments and portions of the Baseline Assessment are modeled after expectations for the new Common Core tests. The standards emphasize students’ ability to use evidence from texts to answer questions. As a result, the selected-response comprehension and vocabulary questions that follow each passage revolve around information presented in the text. Similarly, each writing prompt compels students to think back to and incorporate information and events from the passage when writing their responses. The *ReadyGEN* Baseline Assessment also evaluates children’s mastery of foundational skills, the crucial groundwork on which future literacy success can be built.

Overview

Overview of *ReadyGEN* Assessment

There are four main parts to the *ReadyGEN* assessment program: a baseline assessment, formative assessments, performance-based assessments, and summative assessments.

BASILINE ASSESSMENT

Begin the school year with the Baseline Assessment. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student test can be found in the *Assessment Student Book*. The Baseline Assessment is designed to help you determine your students' instructional needs in the areas of foundational skills, comprehension, vocabulary, and writing at the outset of the year. You can use the results of this test to establish a “starting point” for each child in your class and to identify individuals who are on grade level, those who need more support, and those who could benefit from additional challenge. This feedback can help you scaffold your instruction during both whole-group and small-group lessons so that all students experience success. Models of scaffolded instruction, useful strategies, and practical routines for the special populations in your class—including English language learners, students with disabilities, struggling readers, and accelerated learners—can be found in the *Scaffolded Strategies Handbook*.

FORMATIVE ASSESSMENTS

Ongoing, formative assessments are integrated into every module. These assessments take on different forms.

READER'S AND WRITER'S JOURNAL The *Reader's and Writer's Journal* can be used during whole-group and small-group instruction to provide your students with opportunities to practice what they have learned during each lesson. You can review your students' work in their *Journals* to check how well they understand and can apply the material you taught.

MONITOR PROGRESS Throughout each lesson in the *Teacher's Guide* are Monitor Progress formative assessments. These assessments provide opportunities for you to assess targeted skills and standards in order to monitor your students' progress as instruction unfolds. By using these assessments, you will be constantly aware of how students are developing over the course of the year. You can then use this performance feedback to meet the individual needs of your students. In particular, the Strategic Support Monitor Progress and the Extensions Monitor Progress suggestions found

within small-group lessons will help you tailor your instruction to address the range of abilities found in your class. Additional targeted support is provided in the *Scaffolded Strategies Handbook*.

INDEPENDENT WRITING PRACTICE Formative writing assessments appear several times within each module in the *Teacher's Guide*. These writing tasks bring into focus each student's strengths and weaknesses and help you quickly identify students who need additional practice. Responsive individual or group instruction that you provide as a result can help prepare students for the Performance-Based Assessment at the end of the module.

PERFORMANCE-BASED ASSESSMENTS

Each module concludes with a Performance-Based Assessment. These assessments, located in the *Teacher's Guides*, are writing tasks and class presentations that help you measure your students' mastery of the standards. The tasks provide opportunities for students to apply the skills they learned during the module to their own writing. Within these pages are two items that are particularly helpful for evaluating student progress using the Performance-Based Assessments: the Writing Rubric and the Reflect and Respond.

WRITING RUBRIC A writing rubric accompanies each Performance-Based Assessment task. The rubric is specific to the task's writing type (narrative, informative/explanatory, or opinion) and describes five dimensions of writing: focus, organization, development, language and vocabulary, and conventions. Use the 0 to 4 scale on the rubric to evaluate student writing in each dimension.

REFLECT AND RESPOND In this section, you will find numerous suggestions to assist struggling writers with specific elements of the Performance-Based Assessment task. Graphic organizers and other means of support are offered to help you guide students toward success as they complete other Performance-Based Assessments throughout the year.

SUMMATIVE ASSESSMENTS

The summative End-of-Unit Assessments help you further measure your students' mastery of the standards. Teacher information, answer keys, and a class record chart can be found in this *Assessment Book Teacher's Manual*. The student tests can be found in the *Assessment Student Book*. These assessments consist of listening comprehension passages, selected-response questions, and writing prompts. Use the answer keys and rubrics provided to evaluate student proficiency in comprehension, vocabulary, and writing at the close of each unit.

Overview

PASSAGES Each End-of-Unit Assessment includes one passage of complex text. Students listen to the teacher read aloud the passage before each section of the test and then answer questions about it. Each passage is either literary or informational, and the texts become increasingly complex over the course of the school year.

SELECTED-RESPONSE QUESTIONS After the teacher reads aloud the passage, students answer a series of selected-response questions. The comprehension questions address Reading standards for Literature and Informational Text. The vocabulary questions target grade-appropriate Tier 2 and Tier 3 vocabulary words and address Language and Reading standards.

WRITING The writing portion of each End-of-Unit Assessment contains a narrative, informative/explanatory, or opinion prompt that is based on the passage. This task requires students to draw pictures and either complete sentence frames or write sentences in response to the prompt.

English Language Learners

Assessing the Progress of English Language Learners

Classrooms throughout the United States are populated with students representing diverse cultures, ethnicities, and languages. This diversity offers rich benefits to learners but also places instructional demands upon teachers, who are expected to guide *all* students with vastly different literacy abilities toward achievement of reading and language arts standards.

This goal of equity poses unique challenges to educators. Teachers must monitor the language acquisition of English language learners (ELLs) in an ongoing, systematic way in addition to assessing their understanding of concepts, application of skills, and mastery of standards. The information that follows offers instructional strategies to help you prepare your ELLs for formal assessments as well as appropriate accommodations you can use during test administration.

INSTRUCTIONAL STRATEGIES TO PREPARE ELLS FOR FORMAL ASSESSMENTS

- Preteach the “language of tests” encountered in directions and test items, including:
 - Question words, such as *who, what, which, where, when, why* and *how*
 - Emphasis words, such as *not, except, probably, both, neither, either, most, and least*
 - Action words, such as *explain, describe, and use ideas from the passage*

Words such as *both* and *not* may seem simple, but their uses in test questions often prove otherwise. ELLs need help in seeing how such words frame and constrain ideas expressed in the sentences in which they appear.
- Familiarize students with basic test formats such as the appearance of symbols beside rows of selected-response answer choices. By providing opportunities for ELLs to become familiar with the structure and language of formal assessments, you enable them to demonstrate their learning of the content rather than their ability to decipher test language and formats.
- Teach the use of context clues to interpret the meanings of unfamiliar terms.
- Highlight and discuss routinely the *academic* language, vocabulary, syntax, text structures, and text types encountered in trade books and textbooks.

English Language Learners

- Provide regular opportunities for meaningful oral language experiences in which ELLs discuss important topics and perform the activities required on tests, such as explaining, describing, and stating and supporting opinions. Encourage them to use vocabulary that will support academic language development.
- Coach students in oral and written retelling and summarization so that they develop a “sense” of text types, features, conventions, and organization. ELLs relate to the concrete nature of informational text, and summarization of such text helps to familiarize them with common text structures, such as sequence, description, classification, compare and contrast, cause and effect, and problem and solution.
- Read aloud, think aloud, and model purposeful and strategic behaviors of effective readers, speakers, and writers of English.

APPROPRIATE TEST ACCOMMODATIONS FOR ELLS

As you consider making accommodations for ELLs in your class, keep in mind that the ultimate goal is for these students to be able to handle mainstream assessments, terminology, and instruction on their own. Any accommodations you provide should be considered stepping stones to students’ eventual successful encounter with mainstream teaching and testing conditions.

In providing test accommodations, *it is important not to compromise the intent of the assessments*. It is *never* appropriate to read aloud the reading passages or the comprehension and vocabulary questions in English or translate them into students’ first languages. These practices alter the constructs of the tests. Reading comprehension assessments are designed to measure both word recognition and understanding, so reading aloud or translating actually changes the intent of the tests.

Appropriate accommodations might include the following:

- Provide additional testing time.
- Allow frequent or extended breaks, dividing tests into multiple sessions as needed.
- Administer tests at times most beneficial to students.
- Administer tests in small groups or in one-on-one settings that are comfortable and familiar to students.
- Read aloud test directions in English or in students’ first languages and repeat as often as necessary.

- Simplify the language and sentence structure of test directions. Clarify phrases such as “use information from the passage,” “which of the following,” and “write in response.” When possible, model the tasks and provide verbal directions in simple English.
- Request that students restate test directions in their own words to ensure they understand what to do.
- Encourage students to draw pictures to help demonstrate their thinking and learning.

Following the administration of each assessment, note which accommodations you used and the degree to which they were beneficial. Then interpret test scores with that information in mind. As ELLs progress in their English language skills and become more comfortable with testing, it is important to reconsider which accommodations you use. Additional suggestions for providing targeted support to the ELLs in your class can be found in the *Scaffolded Strategies Handbook*.

OTHER USEFUL TOOLS FOR ELLS

In addition to the strategies and accommodations described above, this *Assessment Book Teacher’s Manual* offers another tool to assist you in evaluating the progress of the ELLs in your class: a Profile of English Language Learners checklist.

English Language Learners

Profile of English Language Learners

WHAT IS IT?

- This checklist helps to identify the strengths and needs of children whose first language is not English. Complete this profile at the time the child enters your classroom and update it periodically throughout the school year.

WHAT DOES IT SHOW?

- An English language learner's proficiency with speaking, reading, and writing English

HOW DO I USE IT?

- Identify children whose English proficiency you are uncertain about.
- Use the criteria on the form to assess children's abilities in the various language areas, noting specific examples.
- Use the form as a rough guideline of where children are in their English language development and where they may need help.

WHAT DO I DO NEXT?

ReadyGEN offers many instructional resources to advance the achievement of the English language learners in your class.

- Suggestions for scaffolding your instruction for each lesson appear on the lesson pages in the *Teacher's Guides*.
- The *Scaffolded Strategies Handbook* provides scaffolded instruction for each module, practical routines, graphic organizers, and activities for additional practice that you can employ to help ELLs successfully participate in and progress through the program.
- This *Assessment Book Teacher's Manual* offers instructional strategies and test accommodations you can use to prepare ELLs for formal assessment situations. See pages T9–T11 for more detailed information.

A Checklist format is easy to use.

B Space is provided for you to record the date and your comments.

Form for reproduction is on page T15.

Teacher Form
Profile of English Language Learners
 Child: **Tomas Alvarez**

Trait	Mostly	Unevenly	Rarely	Date/Comments
Speaks and/or understands a few basic words	✓	A		
Speaks fluently but makes frequent errors			✓	
Uses names of many objects		✓		10/16 seems to know more words than he is comfortable using
Uses and understands basic everyday vocabulary		✓		
Asks and answers simple questions			✓	10/16 reluctant to ask for help
Follows simple directions		✓		
Takes part in discussions			✓	
Conveys ideas or stories through drawings	✓			10/16 good at communicating through art
Needs pictures to comprehend simple text		✓		
Recognizes basic sound/letter relationships in words		✓		
Follows text being read aloud		✓		
Joins in choral reading	✓			10/16 likes to join in with the class
Retells predictable text		✓		

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Teacher Form Profile of English Language Learners

Child:

Trait	Mostly	Unevenly	Rarely	Date/Comments
Speaks and/or understands a few basic words				
Speaks fluently but makes frequent errors				
Uses names of many objects				
Uses and understands basic everyday vocabulary				
Asks and answers simple questions				
Follows simple directions				
Takes part in discussions				
Conveys ideas or stories through drawings				
Needs pictures to comprehend simple text				
Recognizes basic sound/letter relationships in words				
Follows text being read aloud				
Joins in choral reading				
Retells predictable text				

Baseline Assessment

Administering the Assessment

The Baseline Assessment consists of several sections: Foundational Skills for readiness, letter recognition, and phonemic awareness; two short passages followed by selected-response Comprehension and Vocabulary questions; Writing; and Concepts of Print. This test is intended to be read aloud to children. Directions for administering each portion of the test appear on the teacher pages.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in several parts. The chart below offers suggestions for how to administer the test over two to four days. Use your professional judgment to determine which administration option best suits the needs of the children in your class.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY	FOURTH DAY
TWO SESSIONS	<ul style="list-style-type: none"> • Foundational Skills • First Passage 	<ul style="list-style-type: none"> • Second Passage • Writing • Concepts of Print 		
THREE SESSIONS	<ul style="list-style-type: none"> • Foundational Skills 	<ul style="list-style-type: none"> • First Passage • Second Passage 	<ul style="list-style-type: none"> • Writing • Concepts of Print 	
FOUR SESSIONS	<ul style="list-style-type: none"> • Foundational Skills 	<ul style="list-style-type: none"> • First Passage 	<ul style="list-style-type: none"> • Second Passage 	<ul style="list-style-type: none"> • Writing • Concepts of Print

Administering the Assessment

DURATION The time required for each part of the assessment will vary depending on how long it takes to answer the Foundational Skills questions, read the passages, answer the related Comprehension and Vocabulary questions, respond to the Writing prompt, and complete the individual Concepts of Print section. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will listen to passages, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT This assessment is intended to be read aloud to children. To begin the test, read the Teacher Information at the top of the teacher Readiness page. Then read aloud the directions to ensure that children understand what to do. Make sure children know that they must circle their answer choices and write their responses on the test pages.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Foundational Skills, Comprehension, and Vocabulary. Correct answers for these items are provided on the teacher Scoring Information pages near the end of this section. Each question is worth 1 point.

SCORING THE WRITING PROMPT The Writing section requires children to draw and write in response to a prompt. An example of an appropriate response is provided on the last teacher Scoring Information page, and a 2-point rubric is provided on the teacher Writing page. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.

GENERATING AND RECORDING FINAL SCORES Record point totals for each child on the Baseline Assessment Class Record Chart provided on page T43.

Administering the Assessment

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in your class's abilities and knowledge in order to inform future instruction.

INFORMING YOUR INSTRUCTION Children's performance on the various sections of this assessment will help you determine their instructional needs in the areas of Foundational Skills, Comprehension, Vocabulary, Writing, and Concepts of Print at the outset of the school year. You can use the results from each section to identify children who are on grade level, those who need more support, and those who could benefit from additional challenge and to establish a "starting point" for individualized instruction for each child.

Baseline Assessment

Readiness

TEACHER INFORMATION: Distribute Foundational Skills test pages 1–7. Have children open their tests to page 1. Administer the test by reading the directions below. Read each test question aloud. Pause after each question to allow time for children to mark their answers.

DIRECTIONS: I am going to ask you some questions. Listen to each question. Then you will draw a circle around the picture that answers the question. We will do a practice question first. Listen carefully.

Put your finger on the square at the top of the page. Look at the pictures in that row. Which picture shows something we use to eat . . . something we use to eat? Circle the picture. (Pause.) Which picture shows something we use to eat? (Have a child give the answer, *spoon*.) Yes, that's correct. We use a *spoon* to eat. You should have drawn a circle around the spoon. (If needed, draw three simple pictures of scissors, a spoon, and a key in a row on the board and show children how to draw a circle around the spoon.)

Now we will do some more questions like this. Listen carefully.

1. Move down to the next row where you see the circle. Put your finger on the circle. Look at the pictures of a boy. Which picture shows the boy at the bottom of the slide? Circle the picture that shows the boy at the bottom of the slide.
2. Move down to the next row where you see the triangle. Put your finger on the triangle. Which picture shows something that grows in a garden? Circle the picture that shows something that grows in a garden.
3. Move down to the next row where you see the heart. Put your finger on the heart. Look at the pictures of cats. Which is the biggest cat? Circle the biggest cat.
4. Move down to the next row where you see the star. Put your finger on the star. Look at the pictures of arrows. Which picture shows an arrow pointing to the right? Circle the picture that shows an arrow pointing to the right.

Baseline Assessment

Have children turn to page 2.

5. Put your finger on the row at the top of the page where you see the square. Put your finger on the square. Look at the pictures of children. Which picture shows all the children in a line? Circle the picture that shows all the children in a line.
6. Move down to the next row where you see the circle. Put your finger on the circle. Look at the pictures of a book. Which picture shows the book under the desk? Circle the picture that shows the book under the desk.
7. Move down to the next row where you see the triangle. Put your finger on the triangle. Look at the pictures of cups. Which is the smallest cup? Circle the smallest cup.
8. Move down to the next row where you see the heart. Put your finger on the heart. Look at the pictures of a girl. Which picture shows the girl behind the chair? Circle the picture that shows the girl behind the chair.

Letter Recognition

TEACHER INFORMATION: Have children turn to page 3. Check to make sure they are on the correct page.

DIRECTIONS: Now we are going to do something a little different. I am going to ask you to find some letters. I will say a letter, and you will draw a circle around the letter I say. We will do a practice question first. Listen carefully.

Put your finger on the square at the top of the page. Look at the letters in that row. Find the letter *R*. Draw a circle around the letter *R*. (Pause.) Which letter is *R*? (Have a child point to the *R*.) Yes, that's the letter *R*. You should have drawn a circle around the letter *R*. (If needed, write the letters *B*, *T*, *R*, and *O* on the board and show children how to draw a circle around the *R*.)

Now we will do more questions like this. Listen carefully.

1. Put your finger on the circle. Look at the letters in that row. Find the letter *A*. Draw a circle around the *A*.
2. Put your finger on the triangle. Look at the letters. Find the letter *S*. Draw a circle around the *S*.
3. Put your finger on the heart. Look at the letters. Find the letter *D*. Circle the *D*.

4. Put your finger on the star. Look at the letters. Find the letter *N*. Circle the *N*.
5. Put your finger on the hand. Look at the letters. Find the letter *Y*. Circle the *Y*.
6. Put your finger on the fish. Look at the letters. Find the letter *J*. Circle the *J*.

Have children turn to page 4.

7. Look at the row at the top of the page where you see the square. Put your finger on the square. Look at the letters. Find the letter *b*. Circle the *b*.
8. Put your finger on the circle. Look at the letters. Find the letter *z*. Circle the *z*.
9. Put your finger on the triangle. Look at the letters. Find the letter *k*. Circle the *k*.
10. Put your finger on the heart. Look at the letters. Find the letter *t*. Circle the *t*.
11. Put your finger on the star. Look at the letters. Find the letter *e*. Circle the *e*.
12. Put your finger on the hand. Look at the letters. Find the letter *u*. Circle the *u*.

Phonemic Awareness

TEACHER INFORMATION: Have children turn to page 5. Check to make sure they are on the correct page.

DIRECTIONS: Now I am going to ask you to listen for the beginning sounds in words. I will say a word. You will find the picture that begins with the same sound. Then you will draw a circle around the picture. We will do a practice question first. Listen carefully.

Put your finger on the square at the top of the page. Look at the pictures in that row: *book, ring, web*. Which begins with the same sound as *red*? Draw a circle around the picture that begins with the same sound as *red . . . red*. (Pause.) Which picture begins with the same sound as *red*? (Have a child give the answer, *ring*.) Yes, that's correct. *Ring* begins with the same sound as *red*. You should have drawn a circle around the ring.

Baseline Assessment

Now we will do some more questions like this. Listen carefully.

1. Move down to the next row. Put your finger on the circle. Look at the pictures: *sun, rug, top*. Which begins with the same sound as *six . . . six*?
2. Move down to the next row. Put your finger on the triangle. Look at the pictures: *pig, milk, nose*. Which begins with the same sound as *map . . . map*?
3. Move down to the next row. Put your finger on the heart. Look at the pictures: *rope, kite, lock*. Which begins with the same sound as *low . . . low*?
4. Move down to the next row. Put your finger on the star. Look at the pictures: *ball, fork, desk*. Which begins with the same sound as *bean . . . bean*?

Have children turn to page 6.

Now I am going to ask you to listen for the ending sounds in words. I will say a word. You will find the picture that *ends* with the same sound. Then you will draw a circle around the picture. We will do a practice question first. Listen carefully.

Put your finger on the square at the top of the page. Look at the pictures in that row: *car, hat, cup*. Which ends with the same sound as the word *hop*? Draw a circle around the picture that ends with the same sound as *hop . . . hop*. (Pause.) Which picture ends with the same sound as *hop*? (Have a child give the answer, *cup*.) Yes, that's correct. *Cup* ends with the same sound as *hop*. You should have drawn a circle around the *cup*.

Now we will do more questions like this. Listen carefully.

5. Move down to the next row. Put your finger on the circle. Look at the pictures: *mop, bed, bat*. Which ends with the same sound as *hid . . . hid*?
6. Move down to the next row. Put your finger on the triangle. Look at the pictures: *fan, jam, tub*. Which ends with the same sound as *green . . . green*?
7. Move down to the next row. Put your finger on the heart. Look at the pictures: *rock, bus, watch*. Which ends with the same sound as *dress . . . dress*?

8. Move down to the next row. Put your finger on the star. Look at the pictures: *hat, bag, step*. Which ends with the same sound as *light . . . light*?

Have children turn to page 7.

Now I am going to ask you about rhyming words. I will say a word. You will find the picture that rhymes with the word I say and draw a circle around the picture. We will do a practice question first. Listen carefully.

Put your finger on the square at the top of the page. Look at the pictures in that row: *bone, hen, coat*. Which rhymes with *phone*? Draw a circle around the picture that rhymes with *phone . . . phone*. (Pause.) Which picture rhymes with *phone*? (Have a child give the answer, *bone*.) Yes, that's correct. *Bone* rhymes with *phone*. You should have drawn a circle around the bone.

Now we will do more questions like this. Listen carefully.

9. Move down to the next row. Put your finger on the circle. Look at the pictures: *mat, hook, bike*. Which rhymes with *cook . . . cook*?
10. Move down to the next row. Put your finger on the triangle. Look at the pictures: *clock, swing, hand*. Which rhymes with *sock . . . sock*?
11. Move down to the next row. Put your finger on the heart. Look at the pictures: *snake, mouse, hill*. Which rhymes with *house . . . house*?
12. Move down to the next row. Put your finger on the star. Look at the pictures: *leaf, foot, bread*. Which rhymes with *fed . . . fed*?

Baseline Assessment

First Passage

TEACHER INFORMATION: Tell children they will now do something different. Read aloud the following directions and the story.

DIRECTIONS: I am going to read you a story about a boy named Michael. When I am finished, I will ask you to tell me about the story. Listen carefully.

Michael turned on the radio. He wanted to hear the weather report.

“You don’t need a weather report,” said his father. “Just look outside.”

Michael looked out the window. Everything was covered with snow, and it was still snowing.

Michael sighed. Now he wouldn’t be able to go to his friend Peter’s house to spend the night. The heavy snow was making it dangerous to drive.

“We can walk to Peter’s house in about twenty minutes even in this snow,” said Michael’s father. “We can use your sled to carry your stuff. Let’s go!”

Michael hurried to get his backpack. Then he and his father put on their winter jackets, hats, boots, and gloves. They tied Michael’s backpack to the sled and dragged the sled out of the garage.

The streets were silent. Even though it was nighttime, everything looked bright because of the snow. Michael and his father walked quietly. They took turns pulling the sled.

Twenty minutes later they arrived at Peter’s house and knocked on the door. Peter started to laugh as soon as he opened the door. “You two look like snowmen,” he said.

“Then we won’t have to build one,” Michael said.

But of course the boys did build a snowman—right after breakfast the next morning.

First Passage Comprehension

TEACHER INFORMATION: Distribute Comprehension and Vocabulary pages 8–9 and read aloud the following directions. Then reread the story to children and read aloud each of the questions. Children are to respond by circling the best answer to each question. If children are unfamiliar with circling answers, draw three simple pictures in a row on the board and demonstrate how to draw a circle around one of the pictures.

DIRECTIONS: I am going to read the story again. Then I will ask you some questions about it. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. We will do a practice question first. Listen carefully.

Put your finger on the square at the top of the page. Look at the pictures in that row. What was the weather like in this story? *Sunny . . . snowy . . . or rainy?* Draw a circle around the picture that shows what the weather was like. (Pause.) Which picture shows what the weather was like? (Have a child give the answer, *snowy*.) Yes, that's correct. It was a snowy day. You should have drawn a circle around the picture that shows snowy weather, the picture in the middle of the row.

Now we will do some more questions like this. Listen carefully.

1. Move down to the next row of pictures where you see the circle. Put your finger on the circle. What did Michael put on his feet before he went to Peter's house? *Sandals . . . sneakers . . . or boots?* Draw a circle around the picture that shows what Michael put on his feet.
2. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. Where did Michael put his backpack? *On a sled . . . in the car . . . or in the closet?* Draw a circle around the picture that shows where Michael put his backpack.
3. Move down to the next row of pictures where you see the heart. Put your finger on the heart. When did this story happen? *In the morning . . . at lunchtime . . . or at night?* Draw a circle around the picture that shows when the story happened.

Baseline Assessment

First Passage Vocabulary

DIRECTIONS: Now I will read the story again. Then I will ask you some questions about the meanings of some of the words in the story. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. Listen to these sentences from the story: “‘You don’t need a weather report,’ said his father. ‘Just look outside.’” What does the word “outside” mean? Circle the picture that shows the meaning of the word “outside.”
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. Listen to this sentence: “Twenty minutes later they arrived at Peter’s house and knocked on the door.” What does the word “arrived” mean? Circle the picture that shows the meaning of the word “arrived.”
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. Listen to this sentence: “But of course the boys did build a snowman—right after breakfast the next morning.” What does the word “snowman” mean? Circle the picture that shows what a “snowman” is.

Second Passage

TEACHER INFORMATION: Read aloud the following directions and the selection.

DIRECTIONS: I am going to read you a selection about zoo animals. When I finish, I will ask you to tell me about the selection. Listen carefully.

A zoo is a place where many different kinds of wild animals live. Some zoo animals are small animals such as bats and monkeys. Some zoo animals are large wild animals.

One of the largest zoo animals is the elephant. The elephant has a long nose called a trunk. It has two sharp, pointed tusks by its mouth and two big ears. It also has a long tail.

The giraffe is another zoo animal. The giraffe is the tallest of all the animals in the world. It has a very, very long neck and a small head. It can eat leaves, twigs, and fruit from trees and bushes.

Another large animal is the hippopotamus. It is very, very big and likes to live near water. It has a big round body with a large head and very small ears. A hippopotamus is covered with very thick, grayish-colored skin. The name *hippopotamus* is from the Greek language. It means “river horse.”

The gorilla is another interesting zoo animal. It has a hairy body, two longer arms, and two shorter legs. Its arms and legs have hands that look somewhat like the hands people have. It likes to eat leaves, fruit, and bark from trees. Many scientists think that the gorilla is one of the smartest of all animals.

These are only a few of the many animals that you can see at a zoo. Do you want to learn about many different kinds of animals? A zoo is a good place to start.

Baseline Assessment

Second Passage Comprehension

TEACHER INFORMATION: Distribute Comprehension and Vocabulary pages 10–11 and read aloud the following directions. Then reread the selection to children and read aloud each of the questions. Children are to respond by circling the best answer to each question.

DIRECTIONS: I am going to read the selection again. Then I will ask you some questions about it. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. What is the selection about? *People . . . animals . . . or toys?* Draw a circle around the picture that shows what the selection is about.
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. Where does a hippopotamus live? *In hills . . . in a river . . . or in a forest?* Draw a circle around the picture that shows the where a hippopotamus lives.
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. Which of these animals do scientists think is one of the smartest animals? *Hippopotamus . . . giraffe . . . or gorilla?* Draw a circle around the picture that shows the animal that scientists think is one of the smartest.

Second Passage Vocabulary

DIRECTIONS: Now I will read the selection again. Then I will ask you some questions about the meanings of some of the words in the selection. For each question that I ask, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. Listen to this sentence from the selection: "A zoo is a place where many different kinds of wild animals live." What does the word "zoo" mean? Circle the picture that shows a "zoo."
2. Move down to the next row of pictures where you see the circle. Put your finger on the circle. Listen to this sentence: "The elephant has a long nose called a trunk." What does the word "trunk" mean? Circle the picture that shows an elephant's "trunk."
3. Move down to the next row of pictures where you see the triangle. Put your finger on the triangle. Listen to this sentence: "It can eat leaves, twigs, and fruit from trees and bushes." What does the word "twigs" mean? Circle the picture that shows what "twigs" are.

Baseline Assessment

Writing

TEACHER INFORMATION: Distribute Writing page 12 and read aloud the following prompt to children. Provide time for children to draw the picture and write the sentence. Allow children to dictate their responses if necessary.

PROMPT: The selection about zoo animals taught us about several kinds of animals. Which animal from the selection do you like best—elephant, giraffe, hippopotamus, or gorilla? Why? Draw a picture of the animal you like best. Then write a sentence to tell which animal you like and why you like it.

RUBRIC FOR WRITING

2	The drawing and the sentence describe an animal from the selection that the child likes. The sentence tells why the child likes that animal. The drawing and the sentence correspond.
1	The drawing and the sentence describe an animal that the child likes. The animal does not come from the selection and/or the sentence does not tell why the child likes that animal. The drawing and the sentence do not correspond, or one element of the response is incomplete.
0	The drawing and the sentence do not describe an animal that the child likes.

Baseline Scoring Information

BASELINE • READINESS

Name _____

Baseline Assessment 1

BASELINE • READINESS Continued

2 Baseline Assessment

BASELINE • LETTER RECOGNITION

Name _____

	B	T	R	O
	A	P	Z	H
	C	B	Q	S
	D	L	G	E
	E	N	X	M
	Y	I	V	W
	F	J	K	U

Baseline Assessment 3

BASELINE • LETTER RECOGNITION Continued











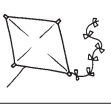

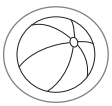


	b	x	g	q
	y	f	z	m
	h	k	d	l
	i	j	r	t
	e	n	o	c
	v	p	u	w

4 Baseline Assessment

Baseline Scoring Information









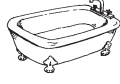





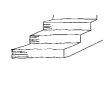
BASELINE • PHONEMIC AWARENESS—BEGINNING SOUNDS

Name _____

■			
●			
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★			

Baseline Assessment 5





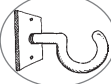










BASELINE • PHONEMIC AWARENESS—ENDING SOUNDS

■			
●			
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♥			
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Baseline Assessment 6

BASELINE • PHONEMIC AWARENESS—RHYMING WORDS













Name _____

■			
●			
▲			
♥			
★			

Baseline Assessment 7

BASELINE • FIRST PASSAGE COMPREHENSION

Name _____

■			
●			
▲			
♥			

Baseline Assessment 8

BASELINE • FIRST PASSAGE VOCABULARY

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Baseline Assessment 9

BASELINE • SECOND PASSAGE COMPREHENSION

Name _____

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10 Baseline Assessment

BASELINE • SECOND PASSAGE VOCABULARY

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Baseline Assessment 11

BASELINE • WRITING

Name _____

Drawing should show the animal the child likes.

My Favorite Animal

Possible response:

I like the giraffe because it is so tall.

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12 Baseline Assessment

Baseline Assessment

Concepts of Print Individual Test

TEACHER INFORMATION: The Concepts of Print test is intended to be administered individually. For each child, make a copy of the Concepts of Print Checklist on page T41. There is no child page for the Concepts of Print test. To administer the test, choose a children's book with a few sentences on each page. When you are ready to begin, hand the book to the child *upside down* and ask the following questions. Record the results on the checklist. (If the child cannot answer a question, give the answer before you continue. You may stop at any time if the child cannot answer the questions.)

DIRECTIONS: I am going to ask you some questions about reading. Here is a book. (Hand the book to the child *upside down*.)

1. How should you hold the book when you read?

The child should demonstrate how to hold the book correct side up.

2. Where can you find the name of the book?

The child should point to the title on the cover.

Now we are going to look at the book together. (Open the book to the first text page so the child can see it.)

3. Where should we start reading?

The child should point to the first word of the first sentence.

4. Now which way should we go?

The child should track print left to right on the line.

5. At the end of the line, which way should we go?

The child should track each line left to right from the top to the bottom of the page.

Read to the end of the first page.

6. Now what should we do?

The child should tell you to turn to the next page.

7. Can you show me a capital letter?

The child should point to a capital letter.

8. Can you show me a word?

The child should point to a word.

9. Can you show me a sentence?

The child should indicate a complete sentence.

Point to a period.

10. What does this mark mean?

The child should say that the period (or the mark) means stop or the end of a sentence.

Name _____ Date _____

Concepts of Print Checklist

TEACHER INFORMATION: Place a check mark in the appropriate column next to each concept. Record notes and observations in the box at the bottom. Count the number of tasks the child completes successfully and record the results of this assessment on the Baseline Assessment Class Record Chart on page T43.

Concepts	Yes	No
The child . . .		
1. holds the book right side up.		
2. points to the title of the book on the front cover.		
3. correctly indicates where to start reading.		
4. tracks print left to right on a line.		
5. tracks print from top to bottom on a page.		
6. understands how to turn the pages for reading.		
7. identifies a capital letter.		
8. identifies a word.		
9. identifies a sentence.		
10. tells what a period means.		
Notes/Observations:		

Teacher Name _____

Child's Name	FOUNDATIONAL SKILLS			COMPREHENSION, VOCABULARY, WRITING			CONCEPTS OF PRINT	Baseline Total
	Readiness	Letter Recognition	Phonemic Awareness	Comprehension	Vocabulary	Writing		
1.	/8	/12	/12	/6	/6	/2	/10	/56
2.	/8	/12	/12	/6	/6	/2	/10	/56
3.	/8	/12	/12	/6	/6	/2	/10	/56
4.	/8	/12	/12	/6	/6	/2	/10	/56
5.	/8	/12	/12	/6	/6	/2	/10	/56
6.	/8	/12	/12	/6	/6	/2	/10	/56
7.	/8	/12	/12	/6	/6	/2	/10	/56
8.	/8	/12	/12	/6	/6	/2	/10	/56
9.	/8	/12	/12	/6	/6	/2	/10	/56
10.	/8	/12	/12	/6	/6	/2	/10	/56
11.	/8	/12	/12	/6	/6	/2	/10	/56
12.	/8	/12	/12	/6	/6	/2	/10	/56
13.	/8	/12	/12	/6	/6	/2	/10	/56
14.	/8	/12	/12	/6	/6	/2	/10	/56
15.	/8	/12	/12	/6	/6	/2	/10	/56
16.	/8	/12	/12	/6	/6	/2	/10	/56
17.	/8	/12	/12	/6	/6	/2	/10	/56
18.	/8	/12	/12	/6	/6	/2	/10	/56
19.	/8	/12	/12	/6	/6	/2	/10	/56
20.	/8	/12	/12	/6	/6	/2	/10	/56
21.	/8	/12	/12	/6	/6	/2	/10	/56
22.	/8	/12	/12	/6	/6	/2	/10	/56
23.	/8	/12	/12	/6	/6	/2	/10	/56
24.	/8	/12	/12	/6	/6	/2	/10	/56
25.	/8	/12	/12	/6	/6	/2	/10	/56
26.	/8	/12	/12	/6	/6	/2	/10	/56
27.	/8	/12	/12	/6	/6	/2	/10	/56
28.	/8	/12	/12	/6	/6	/2	/10	/56
29.	/8	/12	/12	/6	/6	/2	/10	/56
30.	/8	/12	/12	/6	/6	/2	/10	/56

End-of-Unit Assessments

Administering the Assessments

Each End-of-Unit Assessment consists of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. The test is intended to be read aloud to children. Directions for administering the test appear on the teacher pages. Because children must be able to comprehend texts of steadily increasing complexity as they progress through school, the test materials provide opportunities to listen to and comprehend more complex texts. The assessment items include content-appropriate texts and questions for children to listen to, interpret, and comprehend independently and proficiently.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer each End-of-Unit Assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of the children in your class.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none"> • Comprehension • Vocabulary 	<ul style="list-style-type: none"> • Writing 	
TWO SESSIONS Option 2	<ul style="list-style-type: none"> • Comprehension 	<ul style="list-style-type: none"> • Vocabulary • Writing 	
THREE SESSIONS	<ul style="list-style-type: none"> • Comprehension 	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Writing

Administering the Assessments

DURATION The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children's previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will listen to a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT The End-of-Unit Assessments are intended to be read aloud to children. To begin the test, read the Teacher Information at the top of the teacher Passage page. Then read aloud the directions to ensure that children understand what to do. Make sure children know that they must circle their answer choices and write their responses on the test pages.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions.

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided in the teacher pages for each End-of-Unit Assessment.

SCORING THE WRITING PROMPT The Writing section requires children to draw and write in response to a prompt. Examples of appropriate responses and a 2-point rubric are provided in the teacher pages for each End-of-Unit Assessment. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.

GENERATING FINAL SCORES AND/OR GRADES If you choose, each End-of-Unit Assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may total the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

Administering the Assessments

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of each End-of-Unit Assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension or Vocabulary sections, they may benefit from practice in retelling familiar stories in response to focused comprehension and vocabulary questions. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

Teacher Name _____

Child's Name	UNIT 1				UNIT 2			
	Selected Response		Written Response	Unit 1 Total	Selected Response		Written Response	Unit 2 Total
	Comprehension	Vocabulary			Comprehension	Vocabulary		
1.	/5	/5	/2	/12	/5	/5	/2	/12
2.	/5	/5	/2	/12	/5	/5	/2	/12
3.	/5	/5	/2	/12	/5	/5	/2	/12
4.	/5	/5	/2	/12	/5	/5	/2	/12
5.	/5	/5	/2	/12	/5	/5	/2	/12
6.	/5	/5	/2	/12	/5	/5	/2	/12
7.	/5	/5	/2	/12	/5	/5	/2	/12
8.	/5	/5	/2	/12	/5	/5	/2	/12
9.	/5	/5	/2	/12	/5	/5	/2	/12
10.	/5	/5	/2	/12	/5	/5	/2	/12
11.	/5	/5	/2	/12	/5	/5	/2	/12
12.	/5	/5	/2	/12	/5	/5	/2	/12
13.	/5	/5	/2	/12	/5	/5	/2	/12
14.	/5	/5	/2	/12	/5	/5	/2	/12
15.	/5	/5	/2	/12	/5	/5	/2	/12
16.	/5	/5	/2	/12	/5	/5	/2	/12
17.	/5	/5	/2	/12	/5	/5	/2	/12
18.	/5	/5	/2	/12	/5	/5	/2	/12
19.	/5	/5	/2	/12	/5	/5	/2	/12
20.	/5	/5	/2	/12	/5	/5	/2	/12
21.	/5	/5	/2	/12	/5	/5	/2	/12
22.	/5	/5	/2	/12	/5	/5	/2	/12
23.	/5	/5	/2	/12	/5	/5	/2	/12
24.	/5	/5	/2	/12	/5	/5	/2	/12
25.	/5	/5	/2	/12	/5	/5	/2	/12
26.	/5	/5	/2	/12	/5	/5	/2	/12
27.	/5	/5	/2	/12	/5	/5	/2	/12
28.	/5	/5	/2	/12	/5	/5	/2	/12
29.	/5	/5	/2	/12	/5	/5	/2	/12
30.	/5	/5	/2	/12	/5	/5	/2	/12

Teacher Name _____

Child's Name	UNIT 3				UNIT 4			
	Selected Response		Written Response	Unit 3 Total	Selected Response		Written Response	Unit 4 Total
	Comprehension	Vocabulary			Comprehension	Vocabulary		
1.	/5	/5	/2	/12	/5	/5	/2	/12
2.	/5	/5	/2	/12	/5	/5	/2	/12
3.	/5	/5	/2	/12	/5	/5	/2	/12
4.	/5	/5	/2	/12	/5	/5	/2	/12
5.	/5	/5	/2	/12	/5	/5	/2	/12
6.	/5	/5	/2	/12	/5	/5	/2	/12
7.	/5	/5	/2	/12	/5	/5	/2	/12
8.	/5	/5	/2	/12	/5	/5	/2	/12
9.	/5	/5	/2	/12	/5	/5	/2	/12
10.	/5	/5	/2	/12	/5	/5	/2	/12
11.	/5	/5	/2	/12	/5	/5	/2	/12
12.	/5	/5	/2	/12	/5	/5	/2	/12
13.	/5	/5	/2	/12	/5	/5	/2	/12
14.	/5	/5	/2	/12	/5	/5	/2	/12
15.	/5	/5	/2	/12	/5	/5	/2	/12
16.	/5	/5	/2	/12	/5	/5	/2	/12
17.	/5	/5	/2	/12	/5	/5	/2	/12
18.	/5	/5	/2	/12	/5	/5	/2	/12
19.	/5	/5	/2	/12	/5	/5	/2	/12
20.	/5	/5	/2	/12	/5	/5	/2	/12
21.	/5	/5	/2	/12	/5	/5	/2	/12
22.	/5	/5	/2	/12	/5	/5	/2	/12
23.	/5	/5	/2	/12	/5	/5	/2	/12
24.	/5	/5	/2	/12	/5	/5	/2	/12
25.	/5	/5	/2	/12	/5	/5	/2	/12
26.	/5	/5	/2	/12	/5	/5	/2	/12
27.	/5	/5	/2	/12	/5	/5	/2	/12
28.	/5	/5	/2	/12	/5	/5	/2	/12
29.	/5	/5	/2	/12	/5	/5	/2	/12
30.	/5	/5	/2	/12	/5	/5	/2	/12

Teacher Name _____

Child's Name	UNIT 5				UNIT 6			
	Selected Response		Written Response	Unit 5 Total	Selected Response		Written Response	Unit 6 Total
	Comprehension	Vocabulary			Comprehension	Vocabulary		
1.	/5	/5	/2	/12	/5	/5	/2	/12
2.	/5	/5	/2	/12	/5	/5	/2	/12
3.	/5	/5	/2	/12	/5	/5	/2	/12
4.	/5	/5	/2	/12	/5	/5	/2	/12
5.	/5	/5	/2	/12	/5	/5	/2	/12
6.	/5	/5	/2	/12	/5	/5	/2	/12
7.	/5	/5	/2	/12	/5	/5	/2	/12
8.	/5	/5	/2	/12	/5	/5	/2	/12
9.	/5	/5	/2	/12	/5	/5	/2	/12
10.	/5	/5	/2	/12	/5	/5	/2	/12
11.	/5	/5	/2	/12	/5	/5	/2	/12
12.	/5	/5	/2	/12	/5	/5	/2	/12
13.	/5	/5	/2	/12	/5	/5	/2	/12
14.	/5	/5	/2	/12	/5	/5	/2	/12
15.	/5	/5	/2	/12	/5	/5	/2	/12
16.	/5	/5	/2	/12	/5	/5	/2	/12
17.	/5	/5	/2	/12	/5	/5	/2	/12
18.	/5	/5	/2	/12	/5	/5	/2	/12
19.	/5	/5	/2	/12	/5	/5	/2	/12
20.	/5	/5	/2	/12	/5	/5	/2	/12
21.	/5	/5	/2	/12	/5	/5	/2	/12
22.	/5	/5	/2	/12	/5	/5	/2	/12
23.	/5	/5	/2	/12	/5	/5	/2	/12
24.	/5	/5	/2	/12	/5	/5	/2	/12
25.	/5	/5	/2	/12	/5	/5	/2	/12
26.	/5	/5	/2	/12	/5	/5	/2	/12
27.	/5	/5	/2	/12	/5	/5	/2	/12
28.	/5	/5	/2	/12	/5	/5	/2	/12
29.	/5	/5	/2	/12	/5	/5	/2	/12
30.	/5	/5	/2	/12	/5	/5	/2	/12

Unit 1 Assessment

Passage

TEACHER INFORMATION: Read aloud the following directions and the story.

DIRECTIONS: I am going to read you a story about a girl named Maria. When I am finished, I will ask you to tell me about the story. Listen carefully.

Everyone in Maria's family loved to sing. They sang all the time. Maria's mom sang while she cooked dinner. Her dad sang while he washed the dishes. And her sister sang while she swept the floor. Maria sang too, but only when no one could hear her. She thought she did not sing well.

"Maria, sing with us," begged her dad every night after dinner. He started to sing her favorite song. Everyone joined in—except Maria.

But later, when Maria was alone in her bedroom, she did what she did every night. She sat by her window and sang. Her voice drifted out into the warm night air.

The next morning, as Maria walked past the house next door, she heard someone singing her favorite song. Just then, her neighbor Mr. Suarez opened the door and came outside.

"It's a beautiful day, isn't it?" he said to Maria.

"Yes, it is," Maria answered. "But the day is not as beautiful as the voice that I hear coming from your house. Who is that singing?"

"That's my pet parrot," said Mr. Suarez.

"Your parrot?" asked Maria in surprise. "But how did your parrot learn to sing that song?"

"He learned it from you," answered Mr. Suarez. "We listen to you sing every night. He is singing in your voice. You're the one with the beautiful voice."

That night Maria finally sang along with her family.

Unit 1 Assessment

Comprehension

TEACHER INFORMATION: Distribute Comprehension page 1 and read aloud the following directions. Then reread the story to children and read aloud each question. Children are to respond by circling the best answer. If children are unfamiliar with circling answers, draw three pictures in a row on the board and demonstrate how to draw a circle around one of them.

DIRECTIONS: I am going to read the story again. Then I will ask you some questions about it. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. What did Maria's family like to do? *Eat dinner . . . sing songs . . . read books?* Draw a circle around the picture that shows what Maria's family liked to do.
2. Move down to the next row of pictures. Put your finger on the circle. How did Maria feel about her singing at the beginning of the story? *Bad . . . proud . . . scared?* Draw a circle around the picture that shows how Maria felt about her singing at the beginning.
3. Move down to the next row of pictures. Put your finger on the triangle. Where did Maria sing? *In her bedroom . . . at breakfast . . . in school?* Draw a circle around the picture that shows where Maria sang.
4. Move down to the next row of pictures. Put your finger on the heart. Who heard Maria singing every night? *Her parents . . . her friends . . . Mr. Suarez?* Draw a circle around the picture that shows who heard Maria singing every night.
5. Move down to the next row of pictures. Put your finger on the star. How did Maria feel when she found out that a parrot was singing? *Sad . . . surprised . . . mad?* Draw a circle around the picture that shows how Maria felt.

COMMON CORE STATE STANDARDS

Literature 1. With prompting and support, ask and answer questions about key details in a text.

Literature 3. With prompting and support, identify characters, settings, and major events in a story.

Speaking/Listening 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Vocabulary

TEACHER INFORMATION: Distribute Vocabulary page 2 and read aloud the following directions. Then reread the story to children and read aloud each question. Children are to respond by circling the best answer.

DIRECTIONS: Now I am going to read the story again. Then I will ask you some questions about the meanings of some of the words in the story. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. Listen to this sentence from the story: “Her dad sang while he washed the dishes.” What does the word “washed” mean? Circle the picture that shows the meaning of the word “washed.”
2. Move down to the next row of pictures. Put your finger on the circle. Listen to this sentence: “And her sister sang while she swept the floor.” What does the word “swept” mean? Circle the picture that shows the meaning of the word “swept.”
3. Move down to the next row of pictures. Put your finger on the triangle. Listen to this sentence: “Just then, her neighbor Mr. Suarez opened the door and came outside.” What does the word “neighbor” mean? Circle the picture that shows the meaning of the word “neighbor.”
4. Move down to the next row of pictures. Put your finger on the heart. “The next morning, as Maria walked past the house next door, she heard someone singing her favorite song.” What does the word “past” mean? Circle the picture that shows the meaning of the word “past.”
5. Move down to the next row of pictures. Put your finger on the star. Listen to this sentence: “‘That’s my pet parrot,’ said Mr. Suarez.” Which group of animals would a “parrot” belong in? Circle the picture that shows the group of animals the “parrot” belongs in.

COMMON CORE STATE STANDARDS

Literature 4. Ask and answer questions about unknown words in a text. **Language 5.** With guidance and support from adults, explore word relationships and nuances in word meanings. **Language 5.a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Unit 1 Assessment

Writing

TEACHER INFORMATION: Distribute Writing pages 3–4 and read aloud the following prompt to children. Provide time for children to draw their pictures and complete the sentence. Allow children to dictate their responses if necessary.

PROMPT: Maria likes to sing. Draw a picture of Maria singing. Then draw a picture of something you like to do. Complete the sentence to tell what you like to do.

RUBRIC FOR WRITING

2	Child uses drawing to show Maria singing and to show the child doing an activity he/she enjoys. Child uses writing to accurately describe the activity in the second drawing.
1	Child uses drawing to show Maria singing and to show the child doing an activity he/she enjoys. Child uses writing to describe an activity he/she enjoys, but the sentence does not correspond to the second drawing. One element of the response may be incomplete.
0	The drawings do not show Maria singing or the child doing an activity he/she enjoys. The sentence does not describe the activity in the second drawing. More than one element of the response may be incomplete.

COMMON CORE STATE STANDARDS

Writing 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit 1 Scoring Information

UNIT 1 • END-OF-UNIT ASSESSMENT

Comprehension Name _____

■			
●			
▲			
♥			
★			

Unit 1 • End-of-Unit Assessment 1

UNIT 1 • VOCABULARY

Vocabulary Name _____

■			
●			
▲			
♥			
★			

2 Unit 1 • End-of-Unit Assessment

UNIT 1 • WRITING

Writing Name _____

Drawing should show Maria singing.

Maria likes to sing.

Unit 1 • End-of-Unit Assessment 3

UNIT 1 • WRITING Continued

Writing Name _____

Drawing should show child doing an activity he/she enjoys.

Possible response: _____

I like to **swim** _____

Unit 1 • End-of-Unit Assessment 4

Unit 2 Assessment

Passage

TEACHER INFORMATION: Read aloud the following directions and the passage.

DIRECTIONS: I am going to read you a passage about Benjamin Franklin. When I am finished, I will ask you to tell me about the passage. Listen carefully.

Benjamin Franklin

Benjamin Franklin was born in the city of Boston in 1706, more than 300 years ago. Ben started working when he was very young. At first, he worked in his family's soap and candle shop. They sold candles because people didn't have electric lights back then. When he was 12 years old, Ben began working for his brother James. His brother printed books and papers. Ben helped James in his printing shop.

When he was 17, Ben went to the city of Philadelphia. There he worked for people who made books and newspapers. Before long, Ben started his own company. He printed a newspaper so people could read about what was happening. He sold a lot of papers.

Ben liked science. He wanted to show that lightning was like electricity. Ben tied a metal key to the end of a kite string. He flew his kite in a thunderstorm. Lightning struck the kite in the sky. This caused electricity to run all the way down the kite string. Ben proved that lightning was a kind of electricity.

Ben also invented things. He made a stove that heated much better than older stoves. He made eyeglasses called bifocals. People could use bifocals to see close up and far away. The things Ben made helped people.

Ben did other things to help people. He helped make sure people got their mail. He helped start a library. He started a fire department. He helped build a city hospital. Now anyone who was sick could get help. Ben helped people in many ways.

Comprehension

TEACHER INFORMATION: Distribute Comprehension page 1 and read aloud the following directions. Then reread the passage to children and read aloud each question. Children are to respond by circling the best answer. If children are unfamiliar with circling answers, draw three pictures in a row on the board and demonstrate how to draw a circle around one of them.

DIRECTIONS: I am going to read the passage again. Then I will ask you some questions. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures. Put your finger on the square. Where did Benjamin Franklin grow up? *In a city . . . in the country . . . in a town?* Draw a circle around the picture that shows where Benjamin Franklin grew up.
2. Move down to the next row of pictures. Put your finger on the circle. What is one thing Ben's family sold in their shop? *Kites . . . keys . . . candles?* Draw a circle around one thing Ben's family sold.
3. Move down to the next row of pictures. Put your finger on the triangle. Ben opened his own company. What did his company make? *Ships . . . newspapers . . . bread?* Draw a circle around something Ben's company made.
4. Move down to the next row of pictures. Put your finger on the heart. Ben wanted to show that lightning was like electricity. What did he use? *A kite . . . a stove . . . glasses?* Draw a circle around the picture that shows what Ben used to study lightning.
5. Move down to the next row of pictures. Put your finger on the star. Ben helped build many things in Philadelphia. What is one thing Ben helped build? *A bridge . . . a bank . . . a hospital?* Draw a circle around something Ben helped build.

COMMON CORE STATE STANDARDS

Informational Text 1. With prompting and support, ask and answer questions about key details in a text. **Informational Text 3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **Speaking/Listening 2.** Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Unit 2 Assessment

Vocabulary

TEACHER INFORMATION: Distribute Vocabulary page 2 and read aloud the following directions. Then reread the passage to children and read aloud each question. Children are to respond by circling the best answer.

DIRECTIONS: Now I am going to read the passage again. Then I will ask you some questions about the meanings of some of the words in the passage. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. Listen to these sentences from the story: “His brother printed books and papers. Ben helped James in his printing shop.” What is a “printing shop”? Circle the picture that shows the meaning of the words “printing shop.”
2. Move down to the next row of pictures. Put your finger on the circle. Listen to this sentence: “He printed a newspaper so people could read about what was happening.” What is a “newspaper”? Circle the picture that shows a “newspaper.”
3. Move down to the next row of pictures. Put your finger on the triangle. Listen to these sentences: “He flew his kite in a thunderstorm. Lightning struck the kite in the sky.” What does the word “lightning” mean? Circle the picture that shows the meaning of the word “lightning.”
4. Move down to the next row of pictures. Put your finger on the heart. Listen to this sentence: “People could use bifocals to see close up and far away.” What are “bifocals”? Circle the picture that shows “bifocals.”
5. Move down to the next row of pictures. Put your finger on the star. Listen to this sentence: “They sold candles because people didn’t have electric lights back then.” What does a candle help you do: *smell* . . . *see* . . . *hear*? Circle the picture that shows what a candle helps you do.

COMMON CORE STATE STANDARDS

Informational Text 4. With prompting and support, ask and answer questions about unknown words in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. **Language 5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

Writing

TEACHER INFORMATION: Distribute Writing pages 3–4 and read aloud the following prompt to children. Provide time for children to draw their pictures and complete the sentence. Allow children to dictate their responses if necessary.

PROMPT: Ben Franklin did many things to help people. Which do you think was the most important thing he did? Draw a picture of Ben doing something important to help people. Then complete the sentence.


RUBRIC FOR WRITING

2	The drawing accurately shows something Benjamin Franklin did that the child thinks is important. The sentence accurately presents information about what the child chose and why.
1	The drawing shows something Benjamin Franklin did that the child thinks is important. The sentence identifies what the child chose but does not tell why. One element of the response is incomplete.
0	The drawing does not show something Benjamin Franklin did. The sentence does not present information about what the child chose or why. More than one element of the response is incomplete.

COMMON CORE STATE STANDARDS

Writing 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.





















Unit 2 Scoring Information



UNIT 2 • END-OF-UNIT ASSESSMENT

Name _____

Comprehension

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Unit 2 • End-of-Unit Assessment 1


UNIT 2 • VOCABULARY

Vocabulary

Name _____










































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2 Unit 2 • End-of-Unit Assessment

 **UNIT 2 • WRITING**

Writing Name _____

Drawing should show Ben doing something that helped people.

Possible response:
The most important thing Ben did to
help people was **make**
glasses
because **they let people**

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Unit 2 • End-of-Unit Assessment 3

UNIT 2 • WRITING *Continued*

Writing

Name _____

see better

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4 Unit 2 • End-of-Unit Assessment

Unit 3 Assessment

Passage

TEACHER INFORMATION: Read aloud the following directions and the passage.

DIRECTIONS: I am going to read you a passage about an oak tree. When I am finished, I will ask you to tell me about the passage. Listen carefully.

An Oak Tree's Year

What does an oak tree do besides grow tall? It does a lot! An oak tree changes with the weather and seasons.

In the early spring, warm weather and rain showers help the oak tree begin to sprout green leaves. The oak tree becomes a safe home for lots of different animals. Birds make nests high in the strong limbs of the tree. Woodpeckers might peck into the wood looking for ants and other insects inside. Sometimes squirrels live inside old holes that woodpeckers have pecked. Other times, they make nests of leaves in the branches of the oak tree. It is a busy place!

During the summer, the oak tree gives animals shade from the hot sun. It also gives them shelter from storms. The oak tree's long roots keep it in place during windy days. In late summer, the oak tree drops hundreds of acorns onto the ground. Some of these seeds will be hidden away by hungry squirrels.

In autumn, the air gets cooler. The days get shorter. The oak tree's leaves begin to change colors. Then the leaves fall to the ground. The wind blows the leaves away. Animals prepare for the long winter ahead.

During the winter, there is less sunlight. The temperatures are very cold. The oak tree no longer has any leaves. The branches may get covered in snow. But do not worry; the oak tree will begin growing again when spring returns.

Unit 3 Assessment

Comprehension

TEACHER INFORMATION: Distribute Comprehension page 1 and read aloud the following directions. Then reread the passage to children and read aloud each question. Children are to respond by circling the best answer to the question.

DIRECTIONS: I am going to read the passage again. Then I will ask you some questions about it. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. In spring, the oak tree sprouts leaves. Which picture shows the oak tree in spring? Draw a circle around the picture that shows the oak tree in spring.
2. Move down to the next row of pictures. Put your finger on the circle. In summer, the oak tree gives animals shade from the hot sun. Which picture shows the oak tree in summer? Draw a circle around the picture that shows the oak tree in summer.
3. Move down to the next row of pictures. Put your finger on the triangle. In autumn, the oak tree's leaves change colors and fall. Which picture shows the oak tree in autumn? Draw a circle around the picture that shows the oak tree in autumn.
4. Move down to the next row of pictures. Put your finger on the heart. In winter, the oak tree does not grow. Which picture shows the oak tree in winter? Draw a circle around the picture that shows the oak tree in winter.
5. Move down to the next row of pictures. Put your finger on the star. Many animals live in the oak tree. Which picture shows an animal that lives in the oak tree? Draw a circle around the picture that shows an animal that lives in the oak tree.

COMMON CORE STATE STANDARDS

Informational Text 1. With prompting and support, ask and answer questions about key details in a text. **Speaking/Listening 2.** Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Vocabulary

TEACHER INFORMATION: Distribute Vocabulary page 2 and read aloud the following directions. Then reread the passage to children and read aloud each question. Children are to respond by circling the best answer to the question.

DIRECTIONS: Now I am going to read the passage again. Then I will ask you some questions about the meanings of some of the words in the passage. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. Listen to this sentence from the passage: "An oak tree changes with the weather and seasons." Circle the picture that shows an oak tree.
2. Move down to the next row of pictures. Put your finger on the circle. Listen to this sentence: "Birds make nests high in the strong limbs of the tree." What does the word "limbs" mean? Circle the picture that shows the meaning of the word "limbs."
3. Move down to the next row of pictures. Put your finger on the triangle. Listen to this sentence: "Woodpeckers might peck into the wood looking for ants and other insects inside." What are "insects"? Circle the picture that shows some "insects."
4. Move down to the next row of pictures. Put your finger on the heart. Listen to this sentence: "In late summer, the oak tree drops hundreds of acorns onto the ground." What are "acorns"? Circle the picture that shows "acorns."
5. Move down to the next row of pictures. Put your finger on the star. Listen to this sentence: "The branches may get covered in snow." What does the word "covered" mean? Circle the picture that shows the meaning of the word "covered."

COMMON CORE STATE STANDARDS

Informational Text 4. With prompting and support, ask and answer questions about unknown words in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

Unit 3 Assessment

Writing

TEACHER INFORMATION: Distribute Writing page 3 and read aloud the following prompt to children. Provide time for children to draw their pictures and complete the sentence. Allow children to dictate their responses if necessary.

PROMPT: Think about the oak tree in the passage. Choose a season: spring, summer, autumn, or winter. Draw the oak tree during that season. Then complete the sentence to tell what the oak tree is like during that season.

RUBRIC FOR WRITING

2	Child uses drawing to accurately depict what the oak tree is like during the chosen season. Child uses writing to name the season as the topic and to supply accurate information from the passage to tell what the tree is like during that season.
1	Child uses drawing to depict what the oak tree is like during the chosen season. Child uses writing to name the season as the topic but does not explain what the tree is like during that season. One element of the response is incomplete.
0	The drawing does not depict the oak tree during the chosen season. The sentence does not name the season as the topic or tell what the tree is like during that season.

COMMON CORE STATE STANDARDS

Writing 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit 3 Scoring Information

UNIT 3 • END-OF-UNIT ASSESSMENT

Comprehension Name _____

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Unit 3 • End-of-Unit Assessment 1

UNIT 3 • VOCABULARY

Vocabulary Name _____

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2 Unit 3 • End-of-Unit Assessment

UNIT 3 • WRITING

Writing Name _____

Drawing should show an oak tree during spring, summer, autumn, or winter.

Possible response:

During the autumn,

the oak tree changes color

and drops its leaves.

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Unit 3 • End-of-Unit Assessment 3

Unit 4 Assessment

Passage

TEACHER INFORMATION: Read aloud the following directions and the story.

DIRECTIONS: I am going to read you a story about a king named Frederick. When I am finished, I will ask you to tell me about the story. Listen carefully.

Once upon a time, there was a king named Frederick who lived in a tall castle high on a bright green hill. It was the tallest castle of all. King Frederick had a fine white horse to ride, a bright golden crown to wear, a lot of money, and a cook to bring him tasty meals.

But King Frederick was not happy.

"I am so bored it makes me angry!" he told the castle cook one day. "I do not like being king anymore."

The cook's name was Martin. "What would you like to be instead?" Martin the cook asked.

King Frederick looked down at the tasty meal that Martin had set before him. The meat and vegetables smelled so delicious.

"I know," said King Frederick to Martin the cook. "I would like to do what you do. Let's trade places, Martin. What do you say?"

"Oh yes," Martin said, for he had always dreamed of being king.

So Frederick gave Martin his crown and went skipping happily off to the kitchen. Now he, Frederick, was the castle cook. Meanwhile, Martin put on the heavy crown and sat on the golden throne. Now he, Martin, was king. "Hooray for King Martin!" Martin shouted.

But King Martin soon grew lonesome, sitting on the throne under that heavy crown all day long. Martin missed his meats and vegetables and pots and pans. He wanted to be Martin the cook again. Meanwhile, Frederick was growing lonesome too. Cooking was hard work. He missed his fine white horse and golden crown. He wanted to be Frederick the king again.

So the next day, the two men agreed to trade places again and go back to being their old selves. Frederick became King Frederick again, wearing his golden crown, and Martin became the castle cook again, making the king's meals like always, with a big, happy smile on his face.

Comprehension

TEACHER INFORMATION: Distribute Comprehension page 1 and read aloud the following directions. Then reread the story to children and read aloud each question. Children are to respond by circling the best answer.

DIRECTIONS: I am going to read the story again. Then I will ask you some questions about it. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. Whom is this story about? Circle the picture that shows whom this story is about.
2. Move down to the next row of pictures. Put your finger on the circle. Think about the information in the story. How did King Frederick feel at the beginning of the story? *Happy . . . angry . . . or silly?* Circle the picture that shows how King Frederick felt at the beginning of the story.
3. Move down to the next row of pictures. Put your finger on the triangle. What did King Frederick give to Martin, his cook? Circle the picture that shows what King Frederick gave to his cook.
4. Move down to the next row of pictures. Put your finger on the heart. After trading places with King Frederick, what did Martin do all day long? Circle the picture that shows what Martin did all day long after trading places with the king.
5. Move down to the last row of pictures. Put your finger on the star. Think about the information in the story. How did Martin the cook feel at the end of the story? *Happy . . . tired . . . or scared?* Circle the picture that shows how Martin felt at the end of the story.

COMMON CORE STATE STANDARDS

Literature 1. With prompting and support, ask and answer questions about key details in a text.

Literature 3. With prompting and support, identify characters, settings, and major events in a story.

Speaking/Listening 2. Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Unit 4 Assessment

Vocabulary

TEACHER INFORMATION: Distribute Vocabulary page 2 and read aloud the following directions. Then reread the story to children and read aloud each question. Children are to respond by circling the best answer.

DIRECTIONS: Now I am going to read the story again. Then I will ask you some questions about the meaning of some of the words in the story. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. Listen to this sentence from the story: "Once upon a time, there was a king named Frederick who lived in a tall castle high on a bright green hill." Look at the pictures of the castles. Which picture shows the castle described in the sentence? Circle the picture that shows King Frederick's castle.
2. Move down to the next row of pictures. Put your finger on the circle. Listen to this information about Frederick: King Frederick had the tallest castle of all. Look at the pictures of the castles. Which picture shows the "tallest" castle? Circle the picture that shows the "tallest" castle.
3. Move down to the next row of pictures. Put your finger on the triangle. Listen to this sentence: "The meat and vegetables smelled so delicious." Circle the picture that shows the meal described in the sentence.
4. Move down to the next row of pictures. Put your finger on the heart. Listen to this sentence: "Martin missed his meats and vegetables and pots and pans." What are "pots and pans"? Circle the picture that shows "pots and pans."
5. Move down to the last row of pictures. Put your finger on the star. Listen to this detail from the story: "Frederick became King Frederick again, wearing his golden crown." What was Frederick wearing? Circle the picture that shows what Frederick was wearing.

COMMON CORE STATE STANDARDS

Literature 4. Ask and answer questions about unknown words in a text.

Writing

TEACHER INFORMATION: Distribute Writing pages 3–4 and read aloud the following prompt to children. Provide time for children to draw their pictures and complete the sentence. Allow children to dictate their responses if necessary.

PROMPT: In the story, Frederick was a king who wore a crown. In the first box, draw a picture of King Frederick wearing his crown.

Next, think about how King Frederick wanted to do something different. In the second box, draw a picture to show something different that *you* would like to do. Then complete the sentence to tell what you would like to do.

RUBRIC FOR WRITING

2	Child uses drawing to show Frederick wearing his crown and to show the child doing something he/she would like to do. Child uses writing to accurately describe the second drawing.
1	Child uses drawing to show Frederick wearing his crown and to show the child doing something he/she would like to do. Child uses writing to describe something he/she would like to do, but the sentence does not correspond to the second drawing. One element of the response is incomplete.
0	The drawings do not show Frederick wearing his crown or the child doing something he/she would like to do. The sentence does not describe something the child would like to do. More than one element of the response is incomplete.

COMMON CORE STATE STANDARDS

Writing 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit 4 Scoring Information

UNIT 4 • END-OF-UNIT ASSESSMENT

Comprehension Name _____

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●			
▲			
♥			
★			

Unit 4 • End-of-Unit Assessment 1

UNIT 4 • VOCABULARY

Vocabulary Name _____

■			
●			
▲			
♥			
★			

2 Unit 4 • End-of-Unit Assessment

UNIT 4 • WRITING

Writing Name _____

Drawing should show King Frederick wearing a crown.

King Frederick likes his crown.

Unit 4 • End-of-Unit Assessment 3

UNIT 4 • WRITING Continued

Writing Name _____

Drawing should show child doing something he/she would like to do.

Possible response:

I would like to be a king for
one day

4 Unit 4 • End-of-Unit Assessment

Unit 5 Assessment

Passage

TEACHER INFORMATION: Read aloud the following directions and the selection.

DIRECTIONS: I am going to read you a selection about some amazing animals. When I am finished, I will ask you to tell me about the selection. Listen carefully.

Amazing Animals

Australia is separated from other lands by wide oceans. It has many amazing animals. These animals are unlike those in any other place. Among these animals are the kangaroo, the koala, and the platypus.

The kangaroo is a tall, furry animal. It stands and hops on its strong hind legs. The kangaroo has small front legs that look like arms. It also has a long, powerful tail. The kangaroo uses its tail to hit enemies. Sometimes a kangaroo thumps the ground with its tail. The *thump, thump, THUMP* warns other kangaroos that an enemy is near.

Kangaroos eat grass and the leaves of shrubs. Perhaps the most unusual thing about a kangaroo is its pouch. A mother kangaroo has a pouch on her belly. Young kangaroos, called “joeys,” stay in the pouch to keep safe and to drink their mother’s milk.

A koala is a furry Australian animal. It looks like a teddy bear. Koalas live high in trees. They hardly ever come down because they can eat the leaves right off the tree. A mother koala also has a pouch for her babies on her belly.

One of the strangest animals in Australia is the platypus. It has a bill and webbed feet, like a duck. The platypus lays eggs that hatch. That makes it seem like a bird too. But the platypus has fur. Platypuses, kangaroos, and koalas are mammals. Mammals are animals with fur or hair, such as cats and dogs.

A platypus family lives in a burrow near a stream. A burrow is a hole in the ground. The platypus swims in the stream looking for insects, worms, and tiny shrimp to eat. Young platypuses drink their mother’s milk, just like young kangaroos and koalas do.

Unit 5 Assessment

Comprehension

TEACHER INFORMATION: Distribute Comprehension page 1 and read aloud the following directions. Then reread the selection to children and read aloud each question. Children are to respond by circling the best answer.

DIRECTIONS: I am going to read the selection again. Then I will ask you some questions. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures. Put your finger on the square. What is the selection mostly about? *Insects . . . mammals . . . Australian animals?* Draw a circle around the picture that shows what this selection is mostly about.
2. Move down to the next row of pictures. Put your finger on the circle. Which animal hops on its hind legs? *A koala . . . a kangaroo . . . a platypus?* Draw a circle around the animal that hops on its hind legs.
3. Move down to the next row of pictures. Put your finger on the triangle. Which furry animal looks like a teddy bear? *A platypus . . . a kangaroo . . . a koala?* Draw a circle around the furry animal that looks like a teddy bear.
4. Move down to the next row of pictures. Put your finger on the heart. Which animal is strange because it has webbed feet like a duck but also has fur? *A kangaroo . . . a platypus . . . a koala?* Draw a circle around this strange animal.
5. Move down to the last row of pictures. Put your finger on the star. Two of the animals eat grass and leaves, but one does not. Which animal eats insects, worms, and tiny shrimp? *A kangaroo . . . a koala . . . a platypus?* Draw a circle around the animal that eats insects, worms, and tiny shrimp.

COMMON CORE STATE STANDARDS

Informational Text 1. With prompting and support, ask and answer questions about key details in a text.
Informational Text 2. With prompting and support, identify the main topic and retell key details of a text.
Informational Text 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **Speaking/Listening 2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Vocabulary

TEACHER INFORMATION: Distribute Vocabulary page 2 and read aloud the following directions. Then reread the selection to children and read aloud each question. Children are to respond by circling the best answer.

DIRECTIONS: Now I am going to read the selection again. Then I will ask you some questions about the meanings of some of the words in the selection. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. Listen to these sentences from the selection: “The kangaroo is a tall, furry animal. It stands and hops on its strong hind legs.” What does “hind leg” mean? Circle the picture with an arrow pointing to a “hind leg.”
2. Move down to the next row of pictures. Put your finger on the circle. Two of the animals in the selection have a pouch. What does the word “pouch” mean? Circle the picture that shows the meaning of the word “pouch.”
3. Move down to the next row of pictures. Put your finger on the triangle. The selection says that a joey stays inside its mother’s pouch to stay safe and to drink her milk. What is a “joey”? Circle the picture that shows the meaning of the word “joey.”
4. Move down to the next row of pictures. Put your finger on the heart. Listen to this sentence: “It has a bill and webbed feet, like a duck.” What is a “webbed foot”? Circle the picture that shows a “webbed foot.”
5. Move down to the last row of pictures. Put your finger on the star. Listen to this sentence: “A platypus family lives in a burrow near a stream.” What does the word “burrow” mean? Circle the picture that shows the meaning of the word “burrow.”

COMMON CORE STATE STANDARDS

Informational Text 4. With prompting and support, ask and answer questions about unknown words in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

Unit 5 Assessment

Writing

TEACHER INFORMATION: Distribute Writing pages 3–4 and read aloud the following prompt to children. Provide time for children to draw their pictures and write sentences. Allow children to dictate their responses if necessary.

PROMPT: We read about some amazing animals from Australia. Draw a picture of one of the animals from the selection. Then write or tell a sentence that gives information about that animal.

RUBRIC FOR WRITING

2	Child uses drawing to show a kangaroo, koala, or platypus as the topic. Child uses writing to name the animal in the drawing and supply information about that animal.
1	Child uses drawing to show a kangaroo, koala, or platypus as the topic. Child uses writing to name an animal from the selection and to supply information about that animal, but the information is inaccurate. The drawing and sentence may not correspond, or one element of the response may be missing or incomplete.
0	Child does not use drawing or writing to name or supply information about an animal from the selection.


COMMON CORE STATE STANDARDS


Writing 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.


Unit 5 Scoring Information


UNIT 5 • END-OF-UNIT ASSESSMENT


Comprehension Name _____

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Unit 5 • End-of-Unit Assessment 1


UNIT 5 • VOCABULARY


Vocabulary Name _____

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2 Unit 5 • End-of-Unit Assessment

UNIT 5 • WRITING

Writing Name _____

Drawing should show a kangaroo, a koala, or a platypus.

An Amazing Animal

Possible response:

The kangaroo can

Unit 5 • End-of-Unit Assessment 3

UNIT 5 • WRITING Continued

Writing Name _____

hop and has a pouch.

Unit 5 • End-of-Unit Assessment 4

Unit 6 Assessment

Passage

TEACHER INFORMATION: Read aloud the following directions and the story.

DIRECTIONS: I am going to read you a story about a cat named Maggie. When I am finished, I will ask you to tell me about the story. Listen carefully.

Maggie was an old cat who lived in a garden with birds and squirrels and snakes. She had a little house in the back of the yard. When it rained, Maggie would go into her little house and sit on her green pillow. From there she could watch the rain fall on the bushes and trees.

The family Maggie belonged to gave her two meals every day. One was breakfast, and the other was dinner. They put Maggie's bowl on the picnic table in the garden. In the morning, Maggie would eat only half of her food. She would save the other half so that she could have snacks during the day. At dinnertime, she did the same thing. She would eat only half of her food. Then she could snack on the rest at night.

The snakes didn't go near Maggie's bowl. But the squirrels who lived in the garden enjoyed Maggie's snacks too. A squirrel would run to Maggie's bowl, take one piece of food, and scramble up a tree. Maggie did not mind sharing with the squirrels because they did not eat many snacks.

Then one day some sparrows began to snack on Maggie's food too. The birds flew down from the trees and perched on Maggie's bowl. They pecked away at the food that was left in the bowl. Soon all of Maggie's food was gone. This happened the next day too.

Maggie had a problem, but she knew what she had to do about it. She began to eat her breakfast slowly until she finished it all. She did the same thing with her dinner. She didn't leave any food for the sparrows to steal. She didn't have any food left for snacks, but she never felt hungry. She was very full from eating all her food at one time. The sparrows in the garden learned that Maggie was a very smart cat.

Comprehension

TEACHER INFORMATION: Distribute Comprehension page 1 and read aloud the following directions. Then reread the story to children and read aloud each question. Children are to respond by circling the best answer.

DIRECTIONS: I am going to read the story again. Then I will ask you some questions about it. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. What kind of animal was Maggie? Circle the picture that shows what kind of animal Maggie was.
2. Move down to the next row of pictures. Put your finger on the circle. The story tells where Maggie lived. Where did Maggie live? Circle the picture that shows where Maggie lived.
3. Move down to the next row of pictures. Put your finger on the triangle. Where did Maggie go when it rained? Circle the picture that shows where Maggie went when it rained.
4. Move down to the next row of pictures. Put your finger on the heart. Which animals ate all of Maggie's food? Circle the picture that shows the animals that ate all of Maggie's food.
5. Move down to the last row of pictures. Put your finger on the star. Think about the way the story ends. What did Maggie's food bowl look like at the end of the story? Circle the picture that shows what Maggie's food bowl looked like at the end of the story.

COMMON CORE STATE STANDARDS

Literature 1. With prompting and support, ask and answer questions about key details in a text.

Literature 3. With prompting and support, identify characters, settings, and major events in a story.

Speaking/Listening 2. Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Unit 6 Assessment

Vocabulary

TEACHER INFORMATION: Distribute Vocabulary page 2 and read aloud the following directions. Then reread the story to children and read aloud each question. Children are to respond by circling the best answer.

DIRECTIONS: Now I am going to read the story again. Then I will ask you some questions about the meanings of some of the words in the story. For each question, there are three pictures. Draw a circle around the picture that shows the best answer. Listen carefully.

1. Look at the first row of pictures at the top of the page. Put your finger on the square. Listen to this sentence from the story: "The family Maggie belonged to gave her two meals every day." What does the word "meal" mean? Circle the picture that shows Maggie's "meal."
2. Move down to the next row of pictures. Put your finger on the circle. Listen to this sentence: "In the morning, Maggie would eat only half of her food." What does the word "half" mean? Circle the picture that shows the meaning of the word "half."
3. Move down to the next row of pictures. Put your finger on the triangle. "The birds flew down from the trees and perched on Maggie's bowl." What does "flew down" mean? Circle the picture that shows the meaning of "flew down."
4. Move down to the next row of pictures. Put your finger on the heart. "They pecked away at the food that was left in the bowl." What does "pecked away" mean? Circle the picture that shows the meaning of "pecked away."
5. Move down to the last row of pictures. Put your finger on the star. Animals can be put in groups. One group is called "mammals." Mammals have fur or hair. "Birds" are another group. Birds lay eggs. Which animal from the story is a mammal? Circle the picture that shows a mammal.

COMMON CORE STATE STANDARDS

Literature 4. Ask and answer questions about unknown words in a text. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. **Language 5.a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Writing

TEACHER INFORMATION: Distribute Writing pages 3–4 and read aloud the following prompt to children. Provide time for children to draw their pictures and write sentences. Allow children to dictate their responses if necessary.

PROMPT: Think about the animals in the story. Which animal from the story would you choose as a pet? Why?

First, draw a picture to show the animal in the story that you would choose as a pet. Then write or say a sentence that tells which animal you would choose and why you would choose that animal. Use information from the story in your sentence.

RUBRIC FOR WRITING

2	<p>Child uses drawing to show a cat, a bird, a squirrel, or a snake.</p> <p>Child uses writing to state an opinion about which pet he/she would choose and to provide a reason for that opinion.</p>
1	<p>Child uses drawing to show a cat, a bird, a squirrel, or a snake.</p> <p>Child states an opinion about which pet he/she would choose but does not provide a reason for that opinion.</p> <p>One response may be incomplete, or the drawing and sentence may not correspond.</p>
0	<p>Child's drawing does not show a cat, a bird, a squirrel, or a snake.</p> <p>Child does not use writing to state an opinion or provide a reason for an opinion.</p> <p>Both responses are incomplete.</p>

COMMON CORE STATE STANDARDS

Writing 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit 6 Scoring Information

UNIT 6 • END-OF-UNIT ASSESSMENT

Comprehension Name _____

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Unit 6 • End-of-Unit Assessment 1

UNIT 6 • VOCABULARY

Vocabulary Name _____

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2 Unit 6 • End-of-Unit Assessment

UNIT 6 • WRITING

Writing Name _____

Drawing should show a cat, a bird, a squirrel, or a snake.

My Pet from the Story

Possible response:

I would choose a cat

Unit 6 • End-of-Unit Assessment 3

UNIT 6 • WRITING Continued

Writing Name _____

because I like to pet

cats and play with them.

4 Unit 6 • End-of-Unit Assessment